

Universal Behavioral Support

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Behavioral Intervention & Supports*
pbis.org

Objectives for Today

- Overview/Review of Universal supports
- Evaluation of current supports in place
- Action planning to:
 - Begin
 - Revise
 - Maintain

The Challenge

- Students with the most challenging academic and social problems need pro-active comprehensive and consistent systems of support
- School-wide discipline systems are typically unclear and inconsistently implemented – absence of a “social behavior curriculum”
- Educators often lack specialized skills to address severe problem behavior and learning challenges
- Pressure on schools to incorporate national and state initiatives such as *Values Education*, *Anti-Bullying*, *Safe Schools* and achieving “adequate yearly progress.” Many often have clearly defined outcomes without structures to reach or a framework for deciding what should be implemented when, for whom, and to what degree

Typical responses to students

- Increase monitoring for future problem behavior
- **Re-review rules** & sanctions
- **Extend continuum** of aversive consequences
- Improve consistency of use of punishments
- Establish “bottom line”
- **Zero tolerance** policies
- Security guards, student uniforms, metal detectors, video cameras
- Suspension/expulsion
- **Exclusionary** options (e.g., alternative programs)

However...

- “Punishing” problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out. (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)

The Good News...

Research reviews indicate that the **most effective** responses to school violence are

(Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991; 1992; Tolan & Guerra, 1994)

- Social Skills Training
- Academic Restructuring
- Behavioral Interventions

Consider....

If antisocial behavior is not changed by the end of grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but managed with the appropriate supports and continuing intervention (Walker, Colvin, & Ramsey, 1995).

Contributing Factors

- Home
 - Poverty- Language
 - Parent/Child interactions
- Community
- School
- Disability

Toward a Solution

The answer is not the invention of new solutions, but the enhancement of the school's organizational capacity to:

- Accurately adopt and efficiently sustain their use of research-validated practices
- Provide a Seamless continuum of behavioral and academic support for all students
- Be part of a district wide system of behavior support
- Increased focus, teacher training, community training, and funding for early intervention

School-wide Positive Behavior Support

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS

School-wide Positive Behavioral Support

- Incorporate best practice in professional development and system change (teams)
- Emphasizes the use of assessment information to guide intervention and management decisions
- Focus on the use of a continuum of behavioral supports
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years }

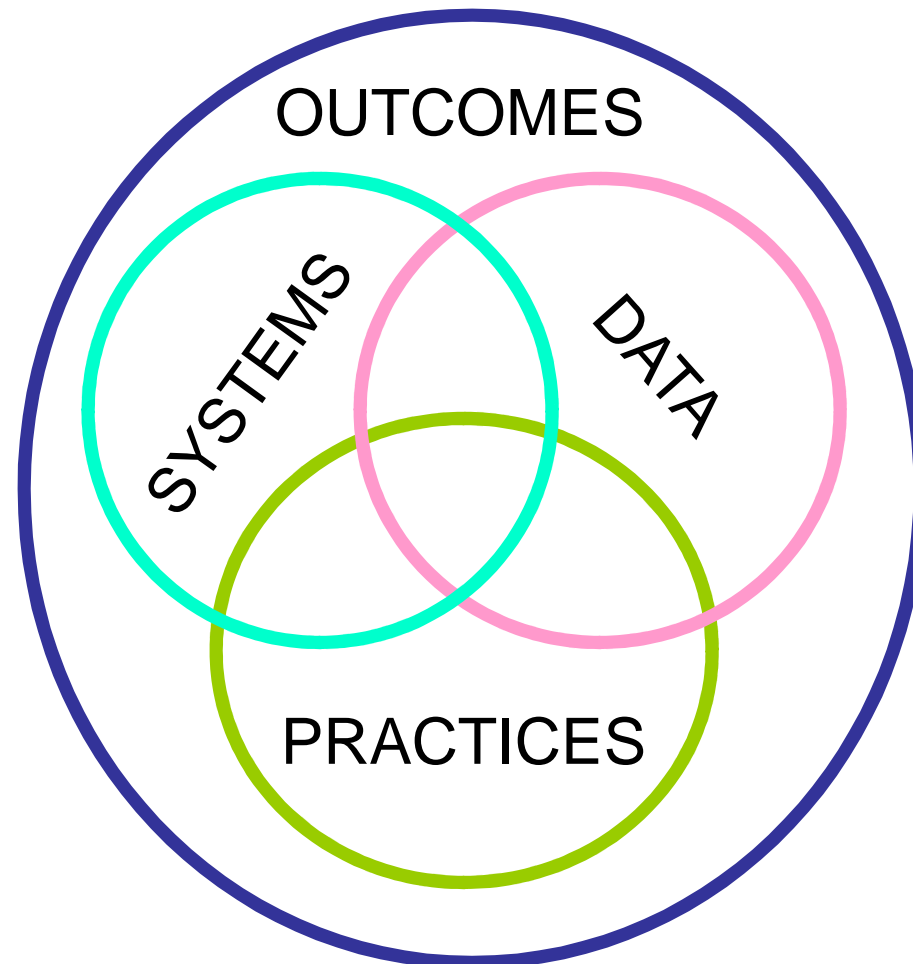
School-wide Positive Behavioral Support

- Expectations for student behavior are defined by a building based team with all staff input
- Effective behavioral support is implemented consistently by staff and administration
- Appropriate student behavior is **taught**
- Positive behaviors are publicly acknowledged
- Problem behaviors have clear consequences
- Student behavior is monitored and staff receive regular feedback
- Effective Behavioral Support strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level
- Effective Behavioral Support strategies are designed to meet the needs of **all students**

Positive
Behavior
Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior

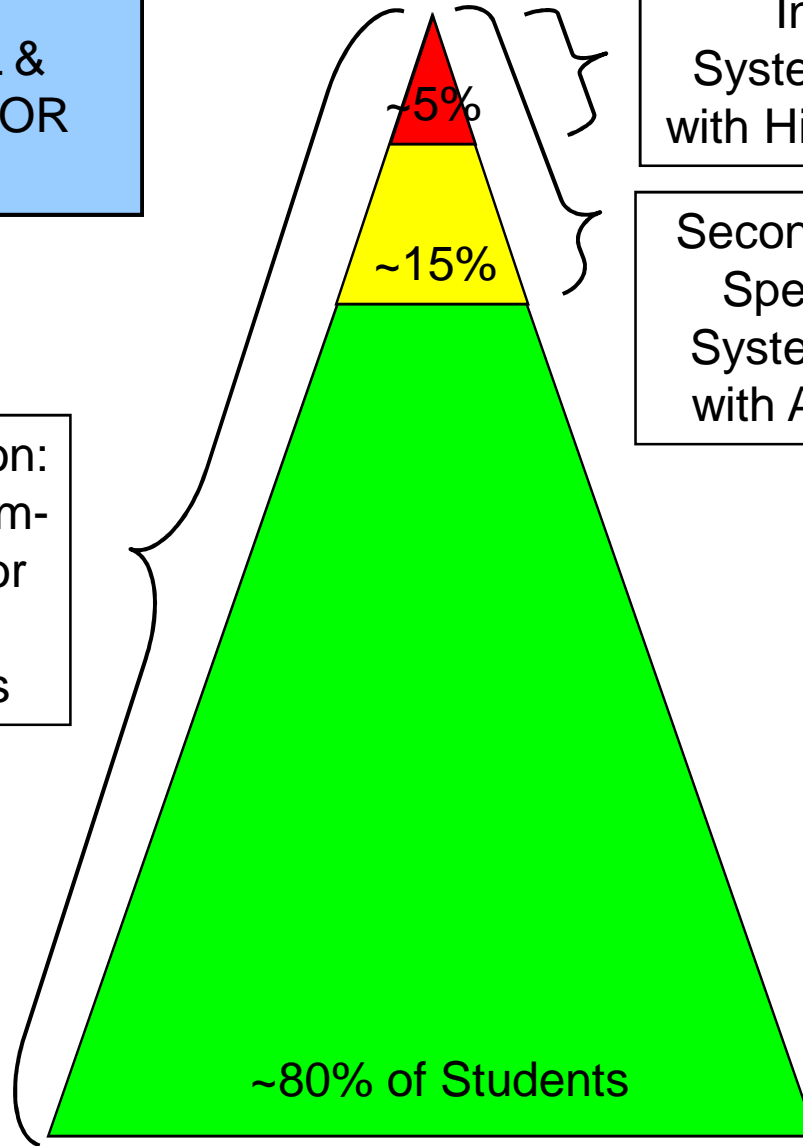


Supporting
Decision
Making

Supporting
Student Behavior

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Schools with Effective Discipline

➤ Effective Leadership

- Work smarter not harder
- Active involvement
- Clarity in direction

➤ Move Beyond Punishment

- Teach, Monitor, Reward appropriate behaviors before relying on punishment

First Steps

- Form a team
- Establish need, priorities, and commitment
- Draft a mission statement
- Develop working structures
- Develop maintenance structures
- “*Work smarter not harder*”

Universal Strategies: School-Wide

Essential Features

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making

Preparing for Implementation

- Establish a regular meeting schedule for the behavior committee
- Establish a standard system for communicating information within the committee and among staff
- Analyze needs assessment data and other data to create short and long term goals (*EBS survey, MBI Blueprint*)
- Develop regular opportunities for training on key PBS strategies
- Develop strategies to share information with parents & community

Statement of Purpose

- State positively
- Focus on everyone and all settings in school building
- Focus on academic and behavioral outcomes
"To promote and maintain a safe and orderly learning environment for students and staff"

Clearly Define Expected Behaviors

- Set of “rules”
- State positively and succinctly
- Keep to five or fewer

Process

1. List problem behaviors
2. Identify “replacement behaviors” {what do you want them to do instead}
3. Create “matrix” of replacements by settings

Benton

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
<i>Safe</i>	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
<i>Respectful</i>	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
<i>A Learner</i>	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

Procedures for Teaching Expected Behaviors

- Social skill instruction
 - *teach the rule*
 - *demonstrate the skill*
 - *students practice the skill*
 - *review and test the skill*
- Embed in curriculum
- Practice, Practice, Practice

Procedures for Encouraging Expected Behaviors

- Identify “rule” student met and specific behavior they displayed (verbal feedback)
- Deliver reinforcement
 - Tangible to intrinsic
 - External to internal
 - Frequent to infrequent
 - Predictable to variable

Procedures for Discouraging Problem Behaviors

- **CONSISTENCY**
- Clearly define problem behavior
- Clear distinctions between staff/classroom and office managed behavior
- Establish a continuum of procedures for correcting problem behavior
- Establish data decision strategies for repeat offenses

Data-Based Decision Making

Types of Data

- Office Discipline Referrals (SWIS.org)
- Anecdotal data
- Teacher, student, parent surveys
- Direct observation (behavior counts)
- Archival data (e.g., referrals to special education, attendance, academic performance, grade retention, attendance, suspensions/expulsions)

Non Classroom Settings

Universal Strategies: *Nonclassroom Settings*

- Identify Setting Specific Behaviors
- Develop Teaching Strategies
- Develop Practice Opportunities and Consequences
- **Assess the Physical Characteristics**
- **Establish Setting Routines**
- Identify Needed Support Structures
- Data collection strategies

Identify Setting Specific Behaviors

- Identify problems
 - Student to adult
 - Student to student
 - Student to system
- Generate a list of replacement behaviors {What do you want students to do?}
- Frame in positive observable terms
- Use students' input

Develop Teaching Strategies

- Develop social skill lessons
- Provide multiple opportunities to practice
- Develop pre-correction strategies
- Involve ALL staff (and students) in instruction

Develop Practice Opportunities & Consequences

- Specific verbal feedback using language of social skills
- Reinforcers / Incentives
- Teach in settings / Practice in settings
- Error corrections
- Uniform standards and outcomes for serious rule offenses

Assess the Physical Characteristics

- Determine which environmental factors contribute to the problem
- Determine which environmental factors can be modified
- If factors cannot be modified, what supervision is required?

Establish Setting Routines

- Everyone knows the rules
- Routines established that allow students to demonstrate appropriate skills & minimize problem behavior
- Adult monitoring
- Practice, Practice, Practice

Identify Needed Support Structures

Such as....

- Reschedule transitions or activities to allow adequate adult supervision
- Insure all supervisory staff are fluent with nonclassroom procedures
- Insure all staff participating

Implementation

- Conduct social skill lessons
- Provide pre-corrections
- Implement support structures (e.g., supervision, altered schedules)
- Implement practice/consequent strategies

Monitor / Evaluate

- Anecdotal data
- Behavior counts
- Office referrals from targeted setting

Parkade Elementary: Recess Plan

Identify rules, expected behaviors, teaching strategies, and feedback system

- Teachers observed for social skill problems
- Students observed other grade levels for problem spots
- Developed scripted social skill lessons
- Taught social skills in classroom
- Taught social skills on the playground
- Pre-Correct system for staff and students
- Incentive system (loops)
- Data collection system (class lists) to record offenses and compliance
- P.E. teacher reviewed/taught safe use of all equipment
- P.E. teacher, with student input, identified key rules of popular games
- P.E. teacher reviewed rules of popular games
- Classroom teachers and monitors review rules of games

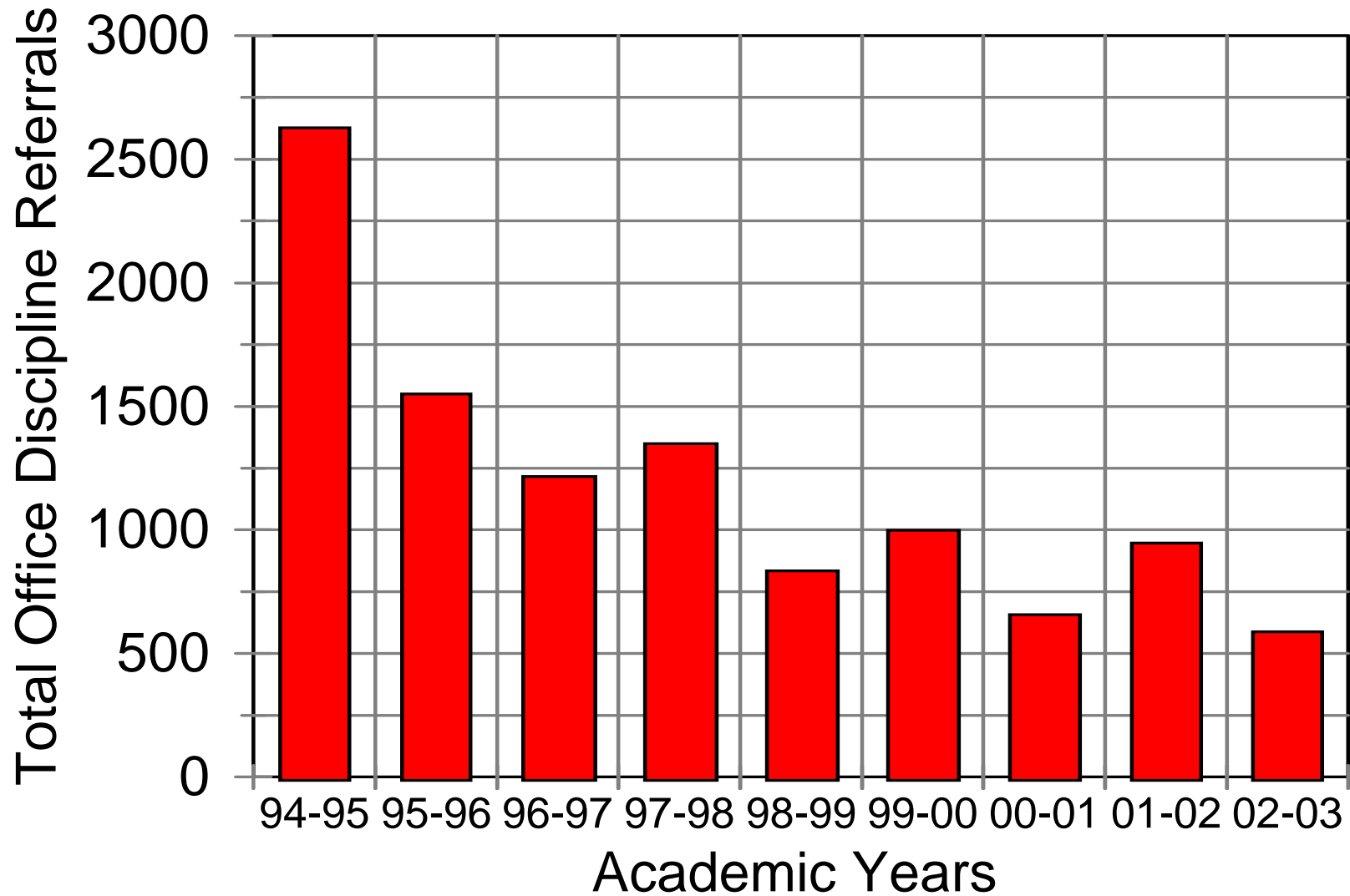
Parkade Elementary: Recess Plan

Identify physical contributors and setting routines

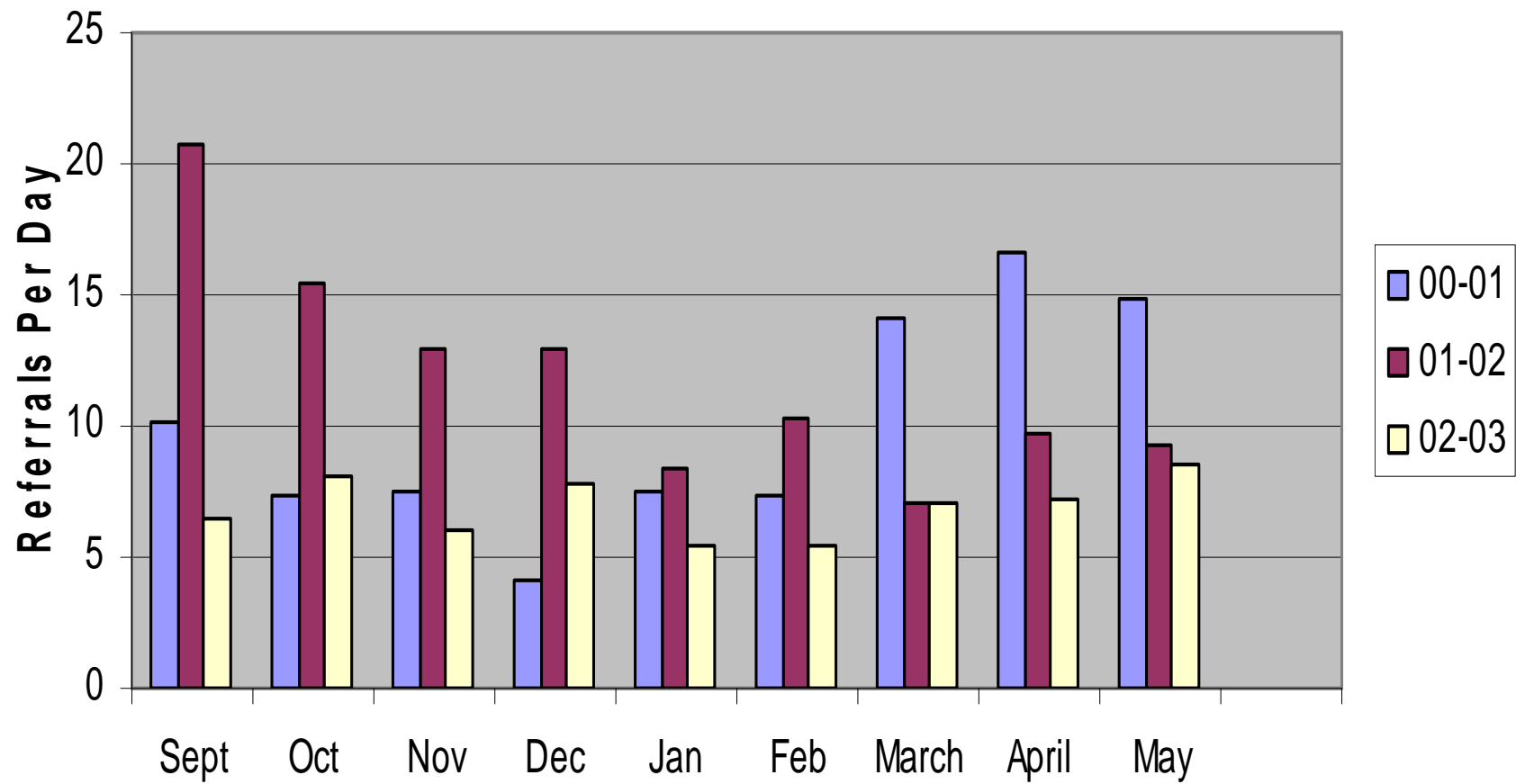
- Wait lines pre/post recess established
- Created specific boundaries
- Painted game area boundaries and "wait spots"
- Marked starting point for playground equipment
- Posted rules for games near equipment
- Packaged game equipment (soccer) into hang bags

Implementation Examples

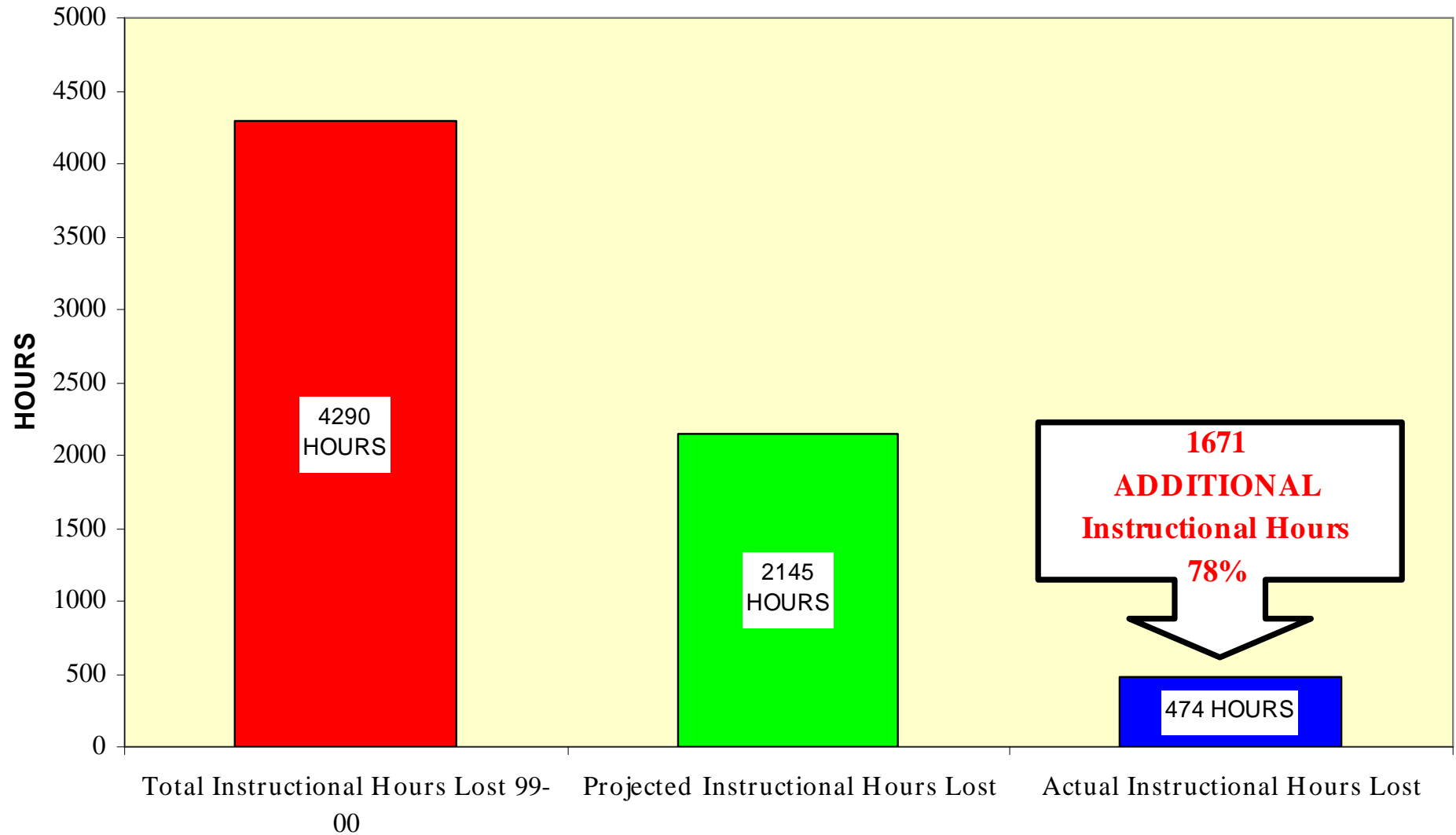
FRMS Total Office Discipline Referrals



Multi Year Comparisons Per Day Per Month

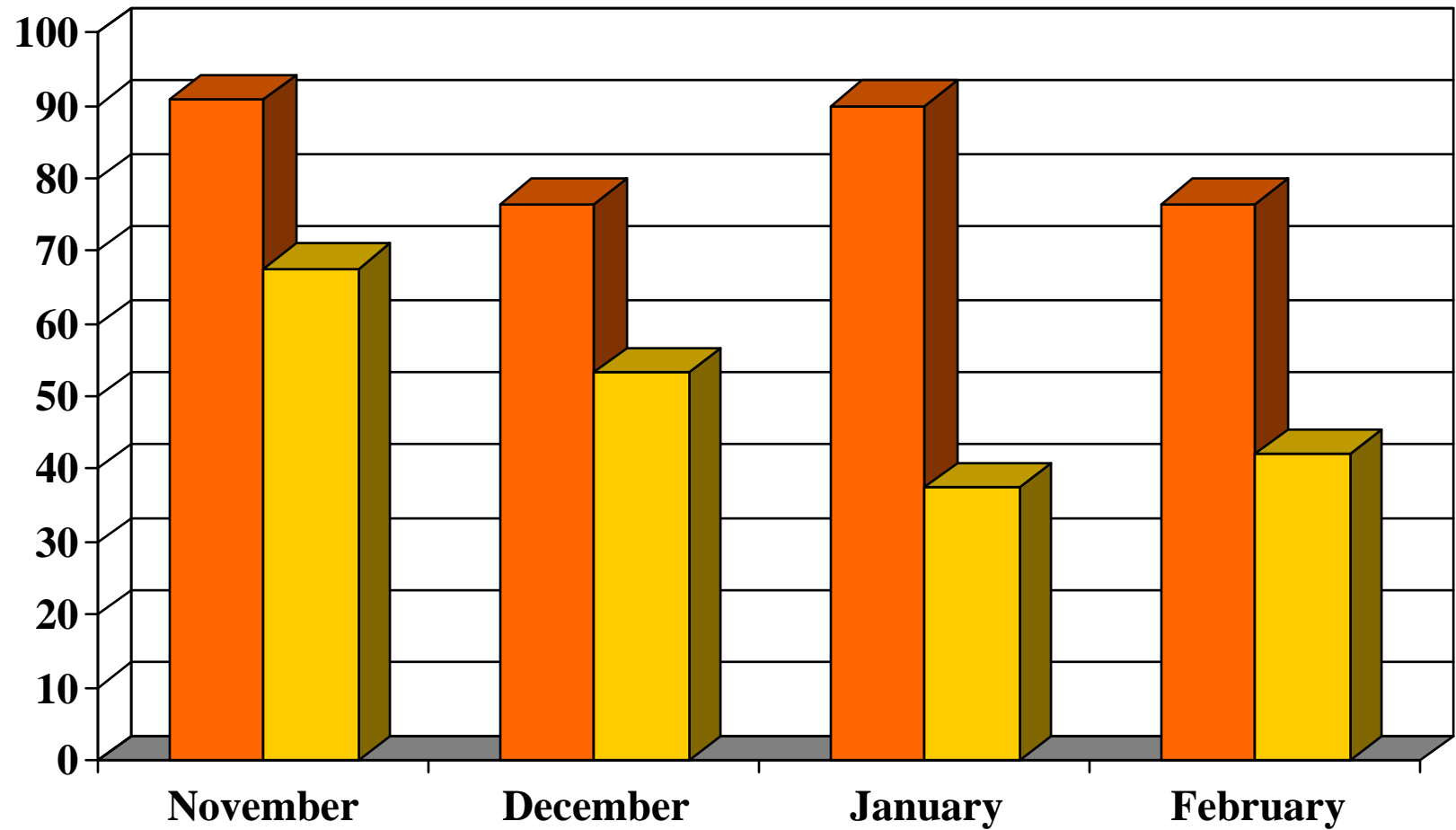


INSTRUCTIONAL HOURS GAINED
Projected (50%) vs. Actual (Aug-Dec 2000)

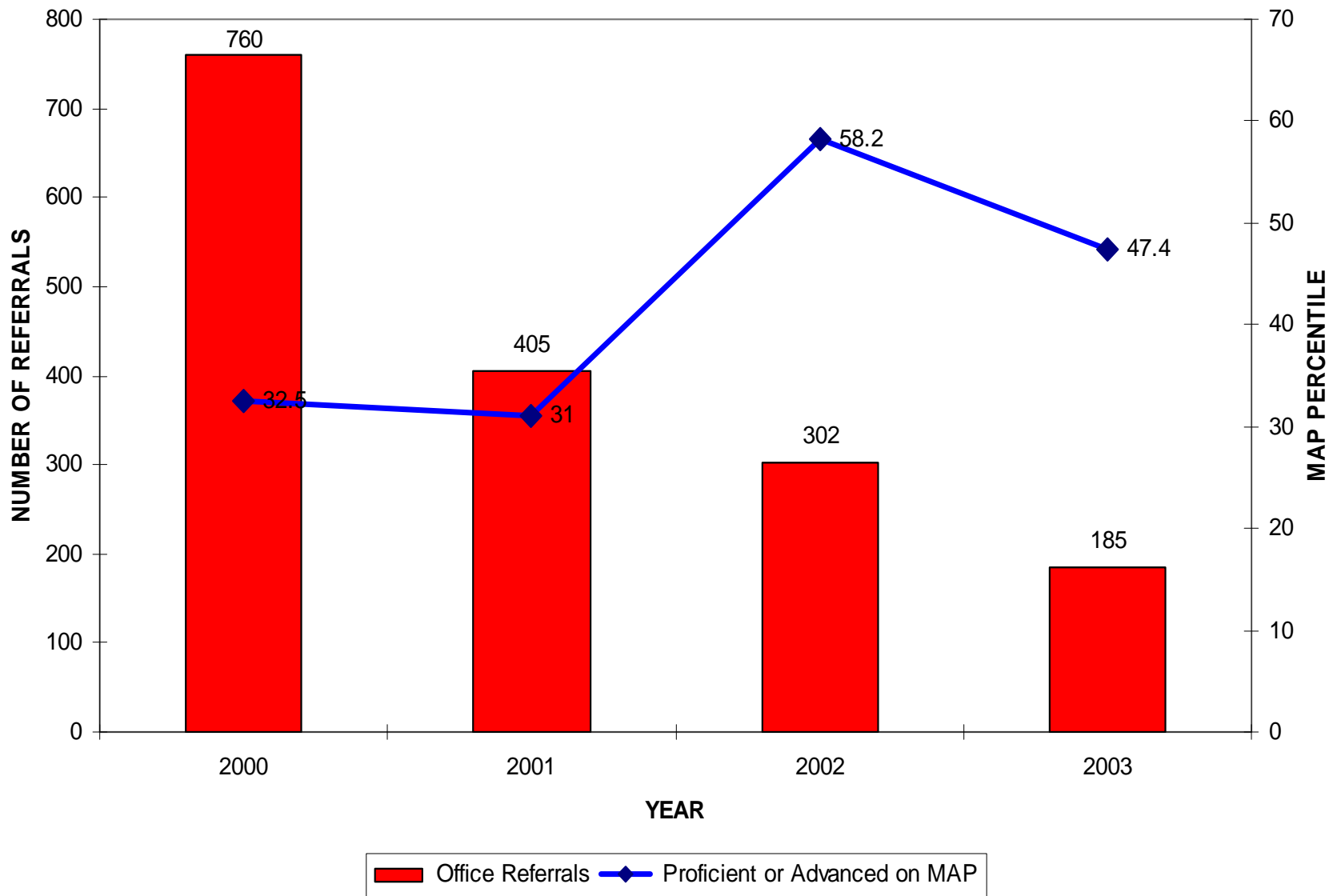


Alton High School

Average Referrals per Day



BALLWIN ACHIEVEMENT PBS



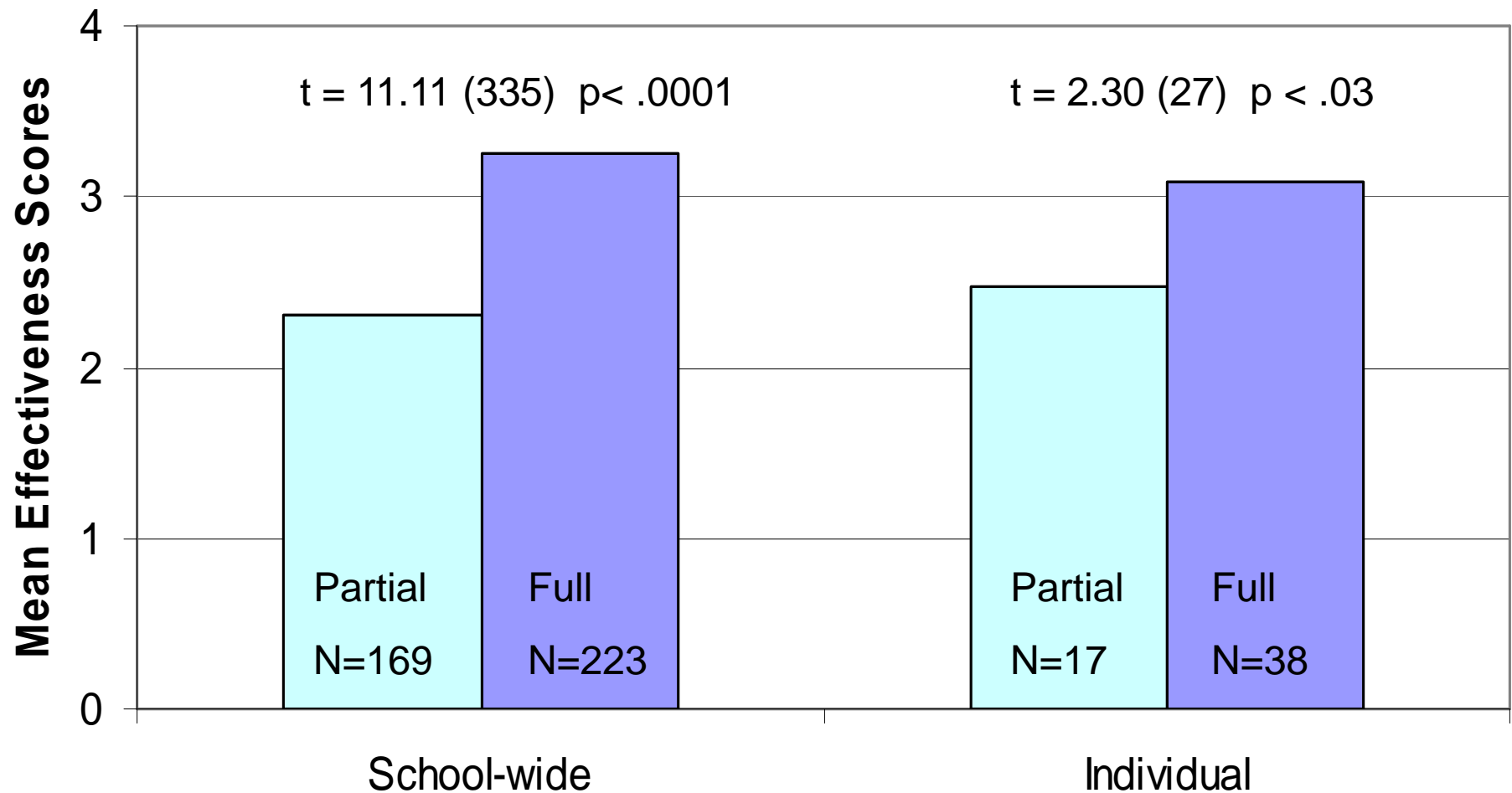
Prevention & Supports For Identified and At-risk Students

Social Behavior

Does Implementation of PBIS improve individual interventions?

- Illinois “profile” analysis.
 - Assessment of intervention effectiveness
Very Low, Low, Med, High, Very High
0 1 2 3 4
 - School-wide
 - Individual Intervention

Profile Effectiveness Scores (Illinois Schools 02-03)

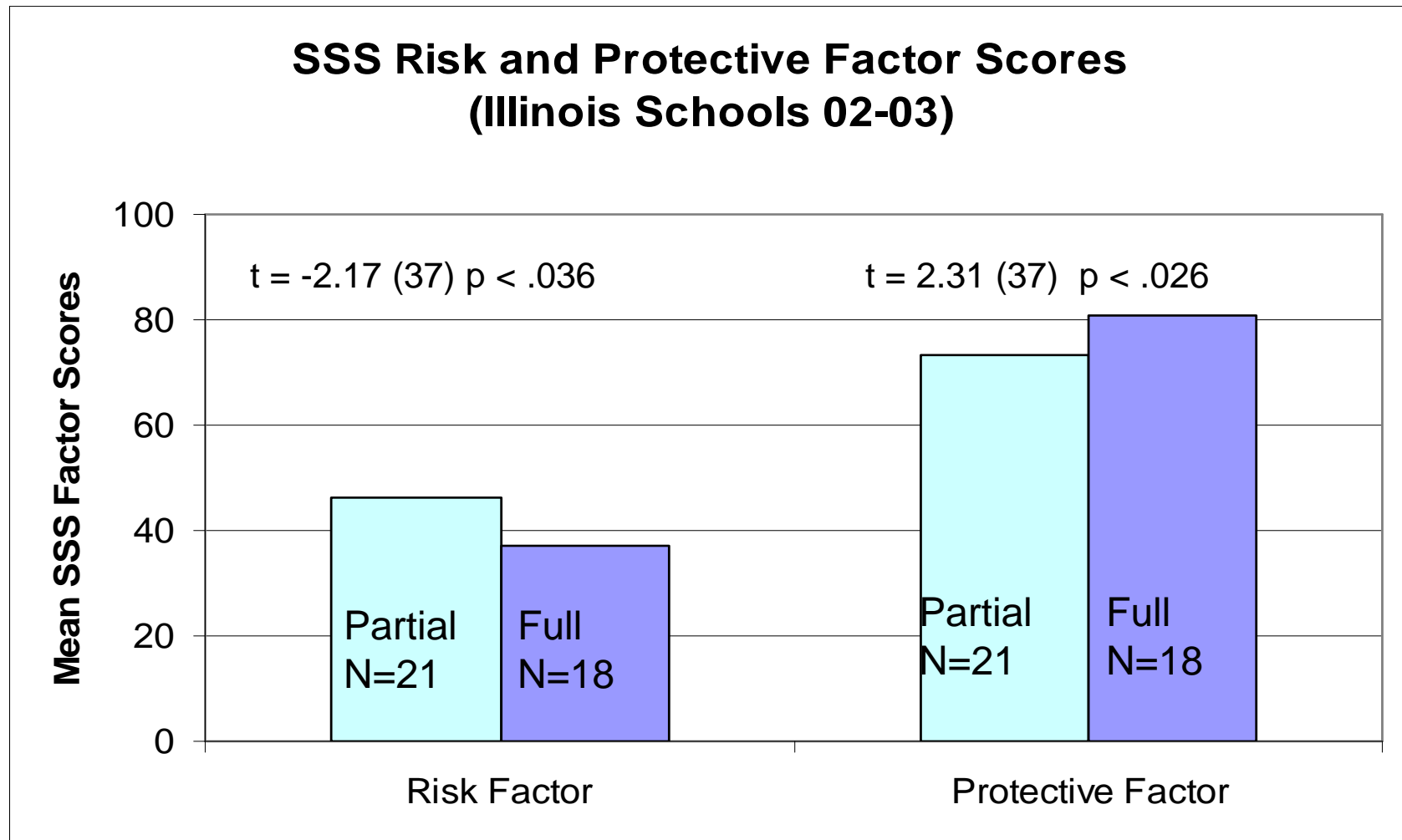


Mental Health Outcomes

- Does School-wide PBS fit within a comprehensive mental health model of prevention and intervention?

Minimizing and reducing “risk factors” by building “protective factors”

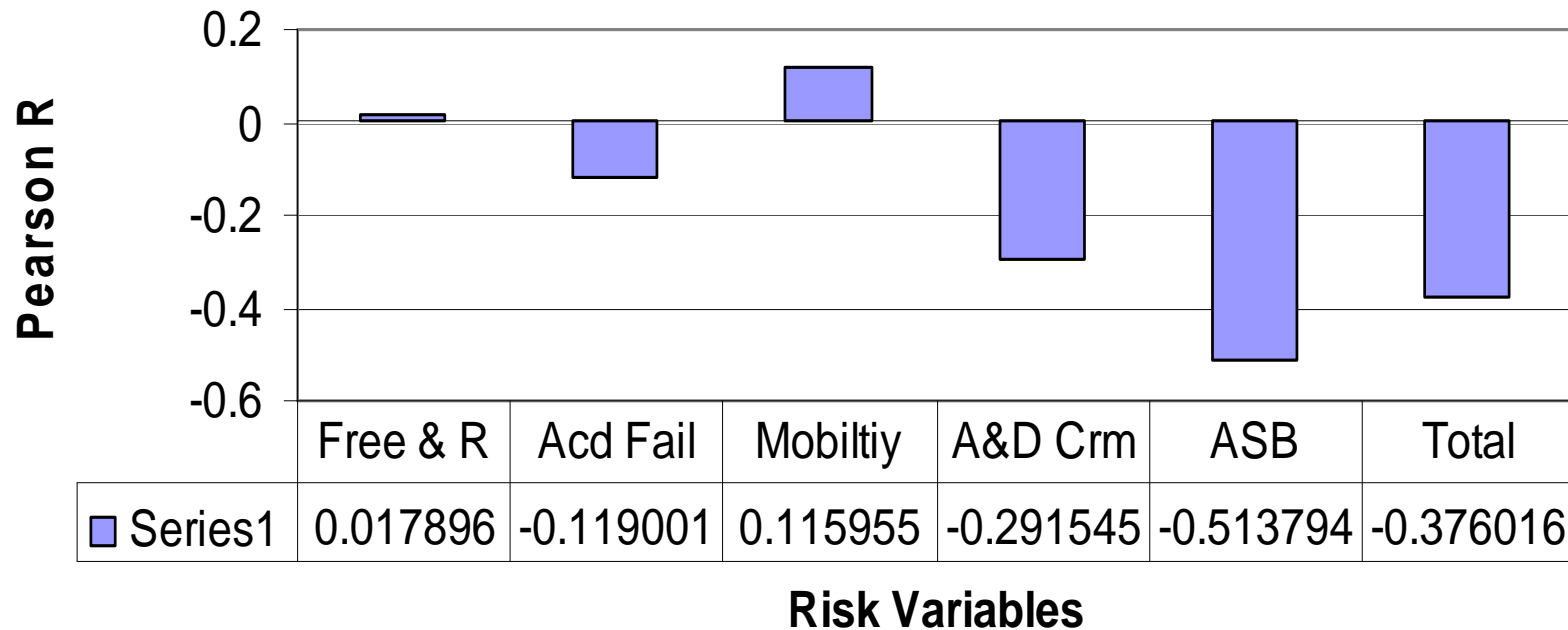
Risk and Protective Factor Comparison



Correlation of Risk Variables with EBS Survey Score

N = 13 Middle Schools

Sprague, Walker, Sowards, Van Bloem, Eberhardt & Marshall, 2001



A&D = Alcohol and Drug; ABS = Anti-social Behavior Scale

Impact on Moving Students to More Restrictive Settings

Columbia Public Schools

- Elementary Schools who implement SW-PBS referred students to alternative/special school at lower rates compared to schools who were not implementing SW-PBS ($r = -0.4306$, $p < 0.01$)
- Elementary Schools who implemented SW-PBS have less recidivism to alternative settings once students returned to home-school

PBS plus “Reading First”

- Improved Academic Standing
 - Annual Yearly Progress
 - In 2007, 27% of Field’s students scored proficient in 2007 (up from 5%).
 - African American: 0% improved to 16%
 - Caucasian: 18% improved to 57%
 - Students with disabilities: 0% improved to 25%
 - English Language Learners: 0% improved to 27%

Work Time

*Complete/review pages 7 through 9
in the Blueprint*

PBS Teams

*Process and Procedures
To increase Efficiency and
Effectiveness*

Signs your meetings could be more effective....

“We have these weekly 'team' meetings where we sit for an hour and go over the things that haven't been done since the last team meeting. The ‘things not getting done’ list just keeps getting longer and longer, and no one seems the least bit concerned”

“After everyone is seated, they look around at each other waiting for someone to start the meeting.”

“You are an hour into the meeting and you have yet to address anything on the agenda.”

“The subject of discussion has veered toward changing the name of the staff lounge's hamster.”

Team Membership

- Structure to include representative faculty
 - Primary/Intermediate grade representation or representation from teams
 - Administrator
 - Non-certified staff
 - Parent
 - Community representative(s)
 - Faculty with behavioral expertise
 - Professional development connect point
- ❖ **Team member's role = communication**

Who's in Charge?

All participants are responsible and accountable for the success of the meetings

- Chairperson / Facilitator
- Recorder / Secretary
- Data-base Manager
- Communication Coordinator
- Time keeper /task master
- Committees as needed

Team Roles & Responsibilities

Chairperson

- Develop agenda
- Facilitate meeting
- Follow-up on assigned tasks
- Seek input from staff and other committees

Team Roles & Responsibilities

Recorder

- Keep minutes
 - Good minutes are characterized by “ABC”: **A**ccuracy, **B**revity, **C**larity
 - Written record of events and decisions for:
 - Future use
 - Members who missed the meeting
 - Items to carry forward to next meeting
- Distribute minutes to members
- Notify/remind team members of meeting time and location.

Team Roles & Responsibilities

Data-base Manager

- Summarize data from previous month
- Present update on standard data (e.g. office referrals by behavior, location, grade, etc)
- Summarize data necessary for any pending decisions (e.g. effectiveness of new cafeteria routine).

Team Roles & Responsibilities

Communication Coordinator

- Report progress and and data-based feedback to staff
- Newsletters, bulletins, teacher lounge bulletin board
- Maintain systems of communication with staff
- Public posting of expectations

Time Keeper / Task Master

- Monitor agenda times and topics
- Keep the group focused and moving.
- Monitor start and end time

PBS Meetings

- Schedule regular PBS meetings
 - At least monthly
- Utilize a standardized agenda format
- During the meetings
 - Clearly define goals, objectives, and outcomes
 - Use a format for acknowledging all participant contributions
 - Include follow-up on previous tasks
- Keep a record of PBS meetings
- Develop a communication system

PBS Meetings

Developing the Agenda

- Goals/Objectives of the Meeting
 - Purpose of meeting is defined
 - All participants understand specific outcomes expected
- Time schedule
 - Give each order of business a time allocation. When the time is up, decide what to do and develop action plan: assign task, assign to committee or table until next meeting.

PBS Meeting Agenda
Tuesday, Jan. 8, 2002
3:00 – 4:00

Goals:

1. Plan for decreasing noise in cafeteria
2. Strategies to increase staff participation
3. Routine and lesson plan for assembly

Additions to agenda:

Update:

(3:00 – 3:20)

Report from cafeteria observation team.
Recommendations and discussion

New Items for Discussion:

Checking for implementation

(3:20 – 3:35)

- Are all teachers participating?
- How do we know who is participating?
- How do we encourage greater participation?

Assembly

(3:35 -3:45)

- Problems observed at last assembly
- Suggestions for routine
- Committee to develop routine and lesson

Review of Data

(3:45 – 4:55)

- Discussion of data

Agenda Items for Next Meeting:

(3:55 – 4:00)

PBS MEETING LOG SHEET

School: _____

Date: _____

Chair: _____

Location: _____

Time: _____

to _____

Members Present: _____

Updates:

New Agenda Items / Discussion

Other:

Tasks/Assignments

Who's Responsible

Target Date

NEXT MEETING:

PBS Meetings

Follow-up

- Do it, and do it promptly
- Distributes note to team in a timely manner.
- Write relevant reminders regarding assignments and timelines on your calendar.
- Place a copy of the meeting notes in an organizational notebook or file so that everyone has access to team progress.

Organization

Policy Development

- Convert decisions and procedures into policy to reinforce importance of the system

Establish appropriate committees

- Certain things can be done more efficiently by a committee with final approval by the team members.

Communication

- Divide and distribute total building staff among members of PBS team. Each team member responsible for communicating information to the staff members on his/her list.
- Maintain a PBS bulletin board in staff lounge
 - Important notices
 - General information
 - Graphic data displays

Communication System

Provide staff with feedback on implementation

- Create system to “group” staff (e.g grade level, teams, alphabetically) – assign an individual to oversee communication to each group
- Post information in teacher lounge
- Daily bulletins
- Monthly staff meetings

Key Points

- Frequent, regular meetings
- Work from efficient agenda
- Use data to guide direction / decisions
- Follow each decision with an action plan
- Translate decisions into policy
- Communicate! Communicate! Communicate!
- Celebrate

Work Time

Complete/Review pages 4 and 5 (up to evaluation) in the Blueprint

Making Data-Based Decision

Making Data-Based Decisions

Purpose

- Needs Assessment
- Help guide on-going instructional and policy decisions
- Evaluation of instructional effectiveness

Needs Assessment

Where do we begin our PBS implementation?

- EBS survey/ MBI Blueprint
- Baseline year data
 - Office referrals
 - Attendance
 - Grades
- Parent / community input
- Teacher input

Data-Based Decision Making

1. Determine what questions you want to answer
2. Determine what data will help to answer questions
3. Determine the simplest way to get data
4. Put system in place to collect data
5. Analyze data to answer questions

Possible Questions

- Are all procedures in place?
- Can we predict problems?
- How much academic time is lost/gained?
- What are the important outcomes of problem behavior for students and what trends are apparent?

Start with Data That are Simple to Collect

- Staff surveys, checklists, self-assessments
- Office Discipline Referrals/Detentions
 - Measure of overall environment. Referrals are affected by (a) student behavior, (b) staff behavior, (c) administrative context
 - An under-estimate of what is really happening
 - Office Referrals per Day per Month
- Attendance
- Suspensions/Expulsions
- Achievement

Office Discipline Referral Processes/Form

Coherent system in place to collect office discipline referral data

- Faculty and staff agree on categories
- Faculty and staff agree on process
- Office Discipline Referral Form includes needed information
 - Name, date, time
 - Staff
 - Problem Behavior
 - Location

Summarize ODR to Help Answer Questions

#ODR by location

#ODR by type of problem behavior

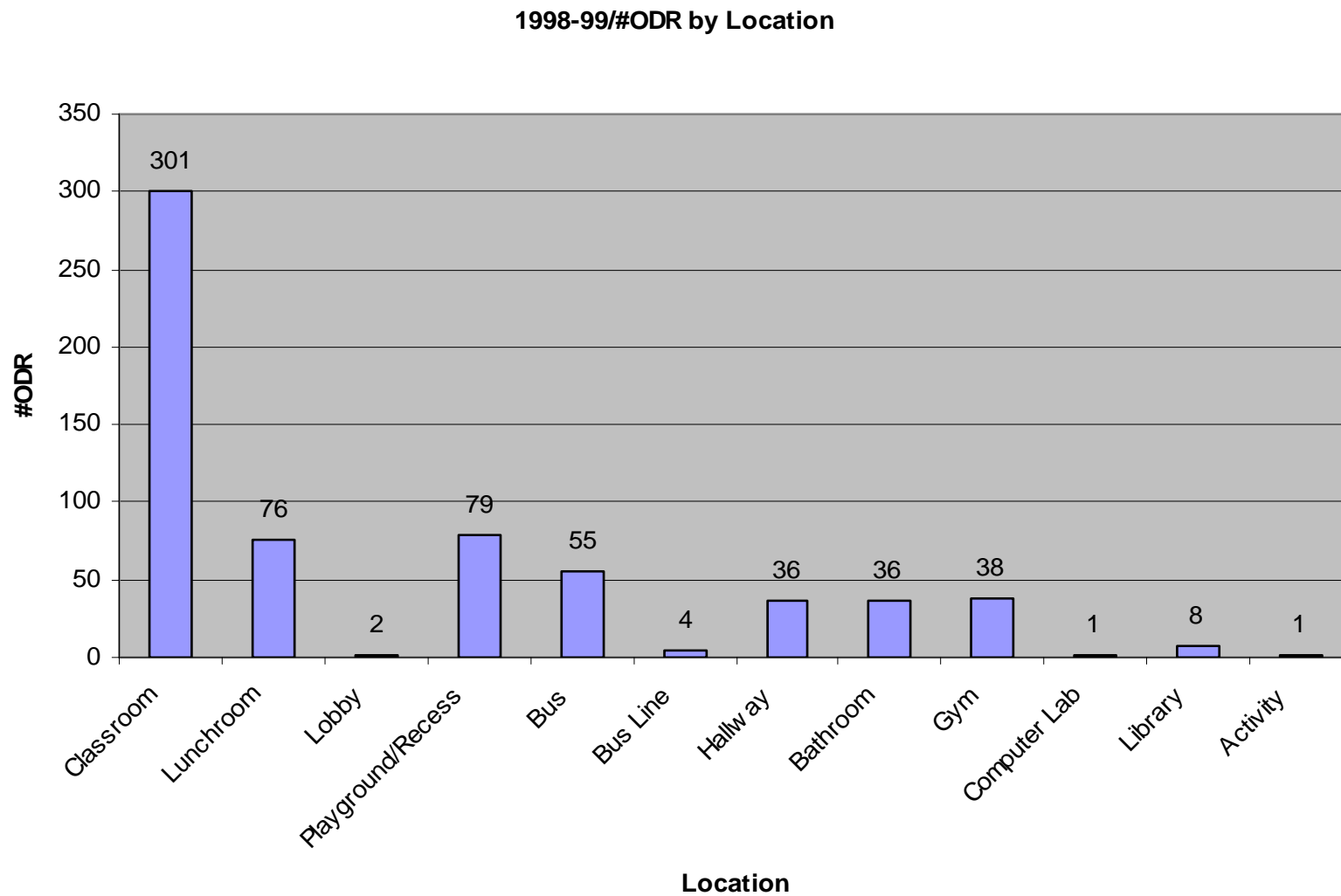
#ODR/student

#ODR/day/month

#ODR/staff member

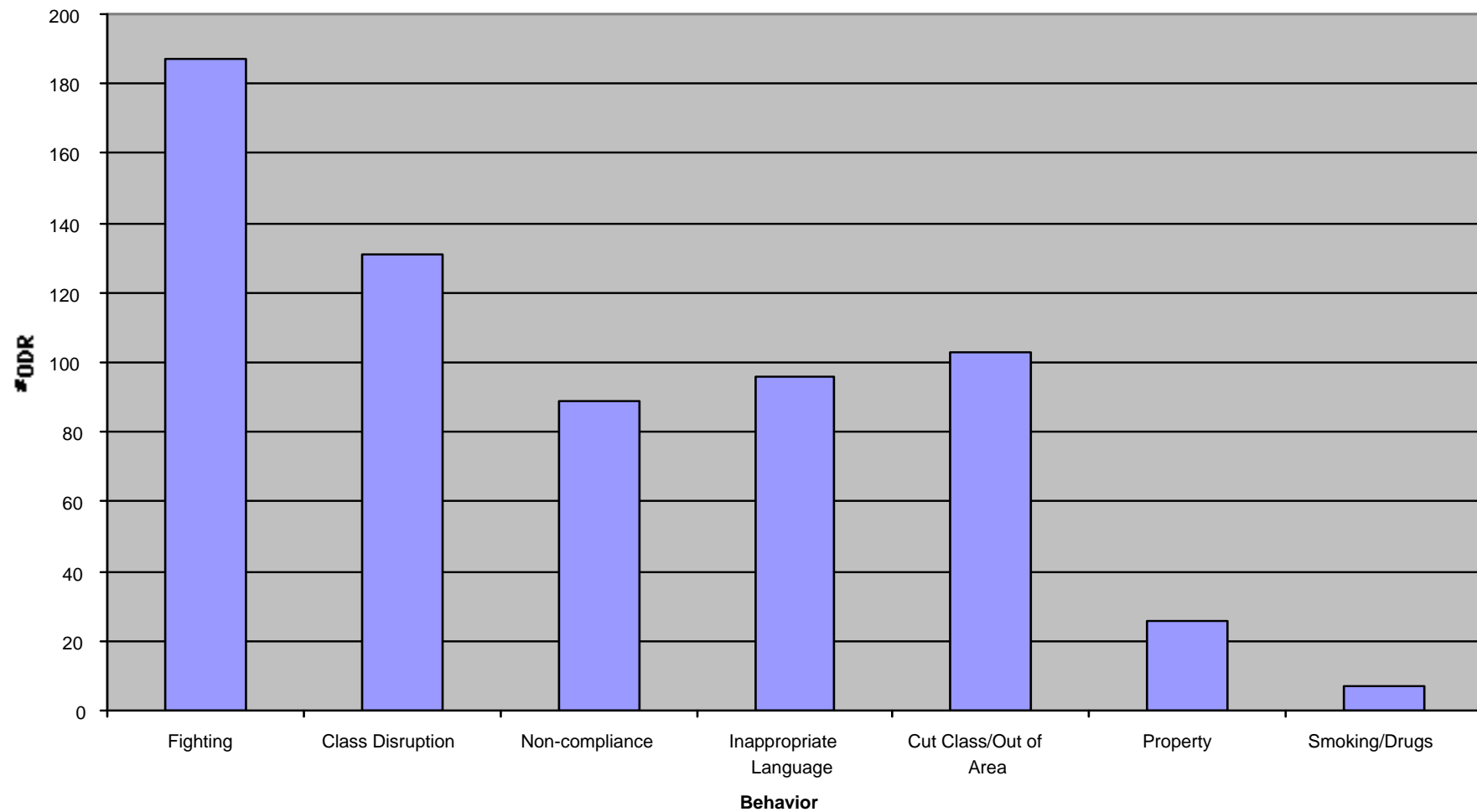
#ODR/outcome

By Location



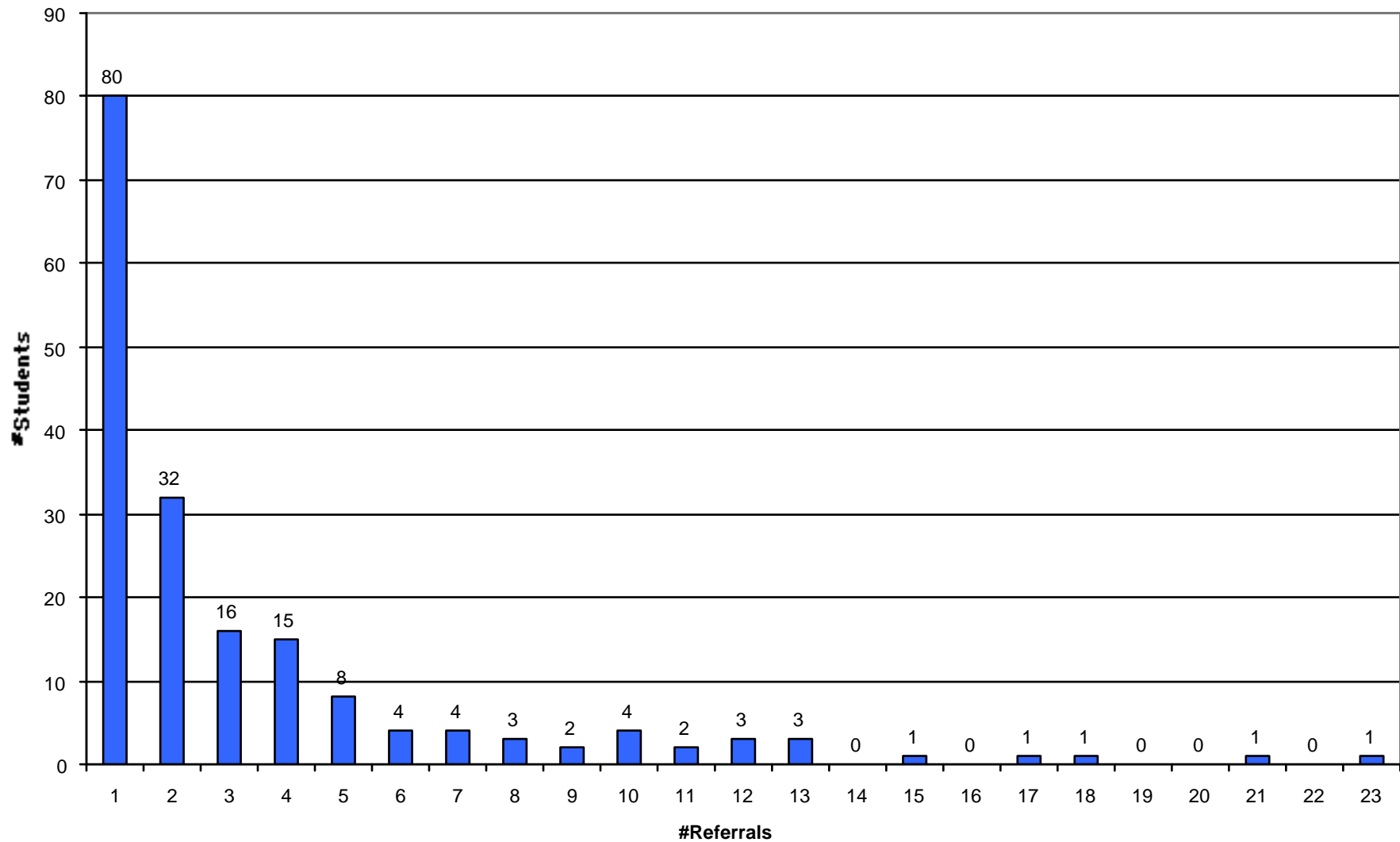
By Behavior

1998-99 #ODR/Behavior



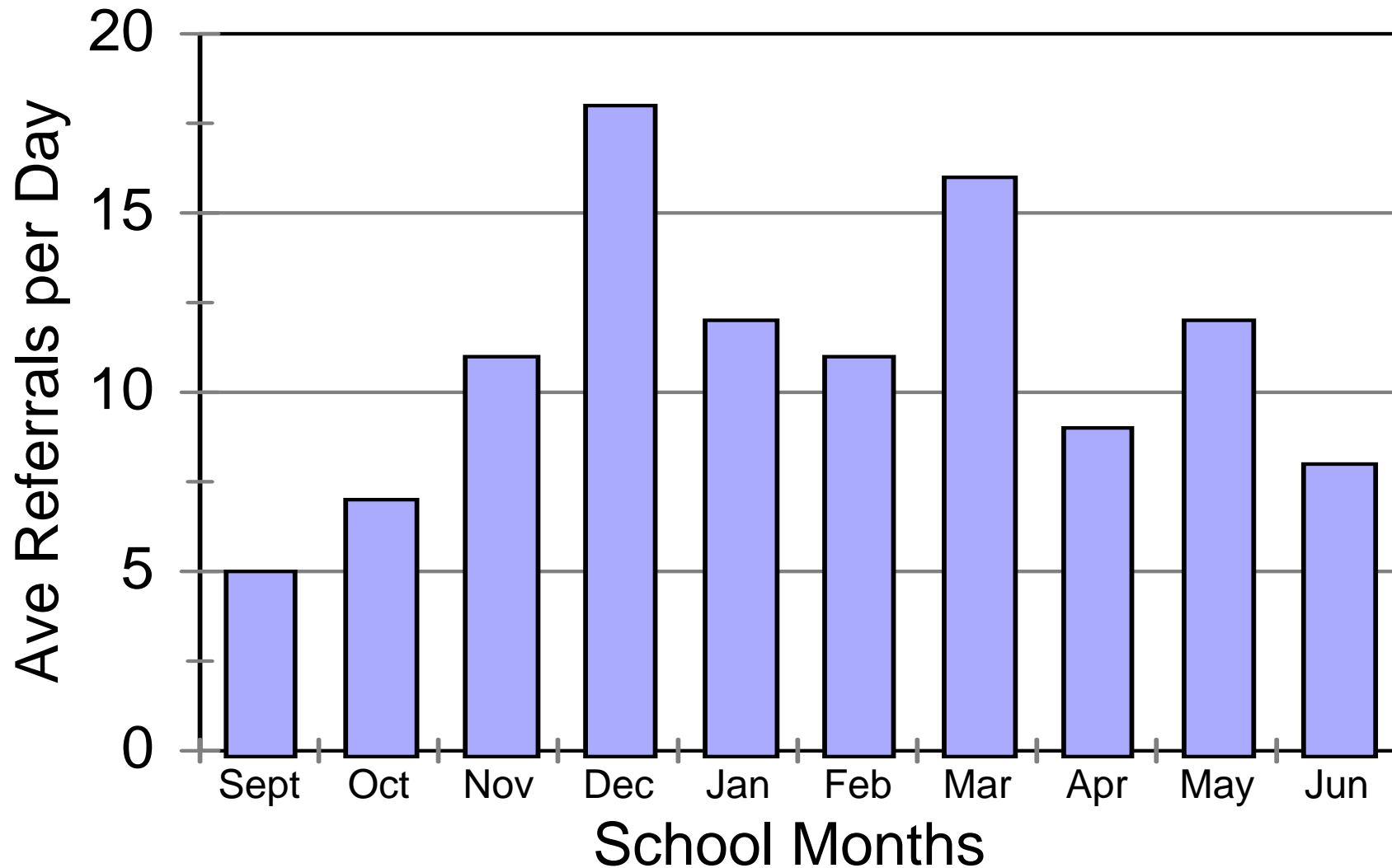
By # of Referrals

1988-99 #ODR per Student



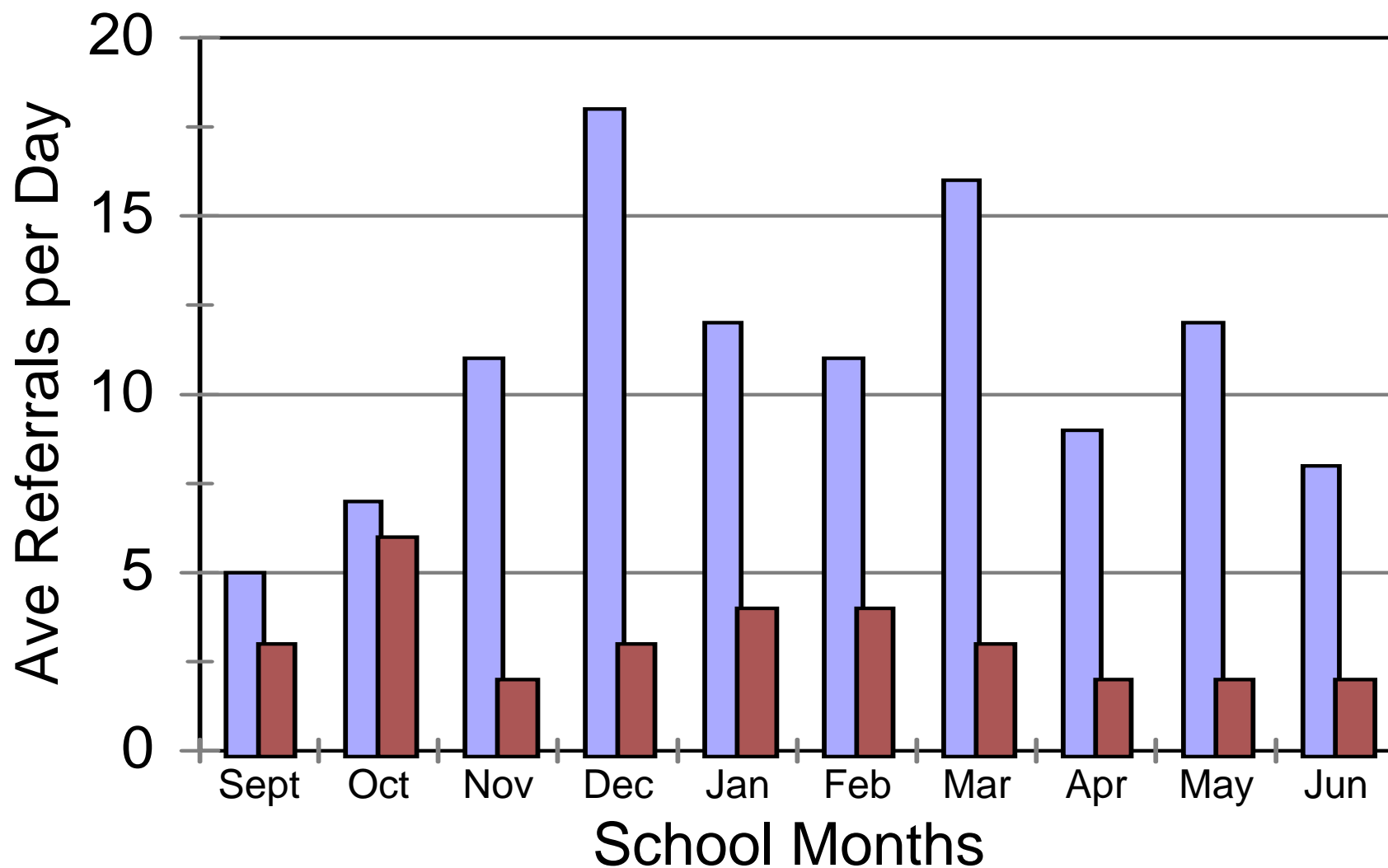
Office Referrals per Day per Month

Last year



Office Referrals per Day per Month

Last Year and This Year



Work Time

*Complete/Review pages 5 and 6 in
the Blueprint*

Universals: Classroom

Remember...

Systems, systems, systems

Systems

- Peer coaching
 - Individual classroom plan
 - Brief in-service, single topic focus
 - Performance feedback
- Modeling
 - Specialist
- Principal “walk through”

Effective Instruction in a “Nutshell”

- Environmental arrangement
 - Designed to reach defined outcomes
- Behavior Management
 - Rules
 - Routines
 - Reinforcement
- Instructional strategies
 - Opportunities to respond
 - Promotes high levels of accuracy (80%)
 - Specific feedback

Universal Strategies: Classroom

Needed at the classroom level...

- Use of school-wide expectations/rules
- Effective Classroom Management
 - Behavior management
 - Instructional management
 - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

Effective Classroom Management

- Behavior management
 - Teaching routines
 - Positive student-adult interactions
- Instructional management
 - Curriculum & Instructional design
- Environmental management

Things to consider...

- Teachers spend 40-70% of the day in non-instructional activities (Goodlad, 1984)
- Students spend as little as 17% of the school day actively engaged in academic tasks (Hofmeister & Lubke, 1990)
- Students with challenging behavior often fail 7 of 10 tasks they attempt

Behavior Management: Rules

- Use School-wide
- Create Classroom specific examples
- Teach
 - Directed social skill times
 - Throughout the day
 - Involve students
 - As new students enter school/class

Behavior Management: Routines

- Establish predictable schedules
- Schedule non-instruction time
 - administration time
 - personal time
- Teach & Practice Routines
 - Student Behavior
 - Adult Behavior

Behavior Management

Effective strategies...

- Engage in active decision making
- Circulate around / scan the room
- Pre-Corrects
- Quick pacing
- Attend only to positive behavior where possible
- Provide reinforcement to students who comply with class rules & routines
- Give students task choice

Instructional Strategies: Attention

Gain/Maintain Attention

- Always use a simple portable cue to prompt students to listen.
- Avoid starting instruction until all students are attending
- Reinforce students who attend immediately
- Provide specific verbal praise to peers to redirect students

Instructional Strategies: Questions

- High Rates of opportunities for students to respond
 - Information before questions
 - Reinforcement for correct responses

Instructional Strategies: Feedback

- Feedback
 - Precise - what they did correct/incorrect
 - When giving “corrective feedback” provide instruction
 - HIGH RATES OF POSITIVES

Instructional Strategies: Errors

Error Correction (*skill in repertoire?*)

- a) Signal an error has occurred (refer to rules, "We respect others in this room and that means not using put downs")
- b) Ask for an alternative appropriate response ("How can you show respect and still get your point across?")
- c) Provide an opportunity to practice the skill and provide verbal feedback ("That's much better, thank you for showing respect towards others")

Environmental Management

(Kerr & Nelson, 1998)

- ☆ Do the pupils know what I expect them to do?
- ◆ Are there any obstacles to the students performing as desired?
- ◆ Do students have the ability to perform as expected?
- ◆ What are the consequences of non-performance?
- ◆ What are the consequences of desired performance?
- ☆ How can I change my instruction to help pupils develop the skills I am trying to teach?

Environmental Management

Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- ❖ How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

Classroom Management: Effectiveness Factors

(Kerr & Nelson, 1998)

- Total management packages appear more effective than separate components
- The most important component of management systems is the application of contingent extrinsic consequences
- Group contingencies seem as effective as individual contingencies
- The optimum management package appears to be a combination of group and individual contingencies

Data-Decision Strategies

- Monitor teaching effectiveness
 - Peer observations
 - Checklists
 - Student data
- Monitor student performance
 - Direct observation of student behavior

Other

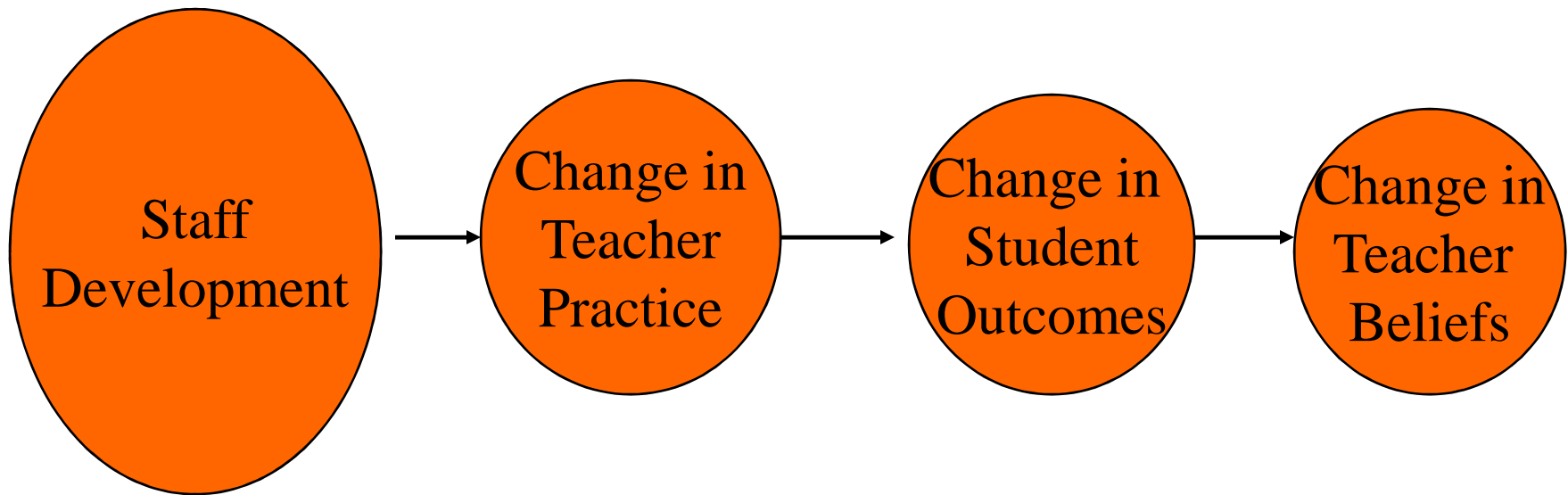
- Time out
- Extrinsic v. intrinsic
 - self esteem = success & value
 - external = incentive to practice & predictable structure
- Teach throughout the school day

Getting Everyone On Board:

Key Features

- **Teacher efficacy:** the **belief** teachers have about their ability to bring about student changes
- **Collegiality:** provision of **opportunities** of staff to work together, support each other & provide feedback
- **Adequate time** for the process to occur

Getting All Staff on Board



A Model of the Process of Teacher Change

Guskey, 1986

Getting All Staff on Board

- Recognize that change is a gradual and difficult process
 - Show how new practices can be implemented incrementally without too much disruption or too much extra work (Sparks, 1983)
 - Ease into use, rather than expect comprehensive implementation at once (Fullan, 1985)
 - Present practices in a clear, explicit, concrete way, aimed at specific teaching skills (Mazzarella, 1980).
 - Address and resolve staff concerns in direct and sensitive manner (Hall & Loucks, 1978)

Getting All Staff on Board

- Provide continued support and follow-up after the initial training.
 - Ongoing guidance and direction to make adaptations and maintain implementation fidelity
 - Ongoing support for teachers:
 - PBS Mentor for new teachers
 - “Coaching”
 - Opportunities to interact collegially and share ideas

Administrative Support: Key Features

- Limit number of initiatives
- Public statement of support.
- Support team members and regularly attend meetings
- Leadership role in problem solving
- Provide recognition to faculty and team for their work
- Serve as Point Person for school related groups.
- Monitor implementation and provide feedback

Colvin & Sprick (1999)

Work Time

*Review Blueprint results so far,
begin/re-visit action plan*

Action Planning

- *Develop action plan for school year*
 - *Goals with measurement & timeline*
 - ❖ *Survey staff*
 - ❖ *Assemble and analyze “baseline” data*
 - ❖ *Present overview to staff*
 - *Set of common expectations and examples (Matrix)*
 - *Strategies to teach & acknowledge mastery of expectations*
 - *Targeted first area of school (e.g., school-wide, non-classroom setting)*
 - *“Kick off” assembly to introduce to students*

Success Factors

- **Priority** - one of top three school goals
- **Collaboration** - team based approach emphasized
- **Leadership** - administrator is actively involved
- **Need & Agreement** - all staff agree that need exists and commit to active & long term participation
- **Resources** – time and technical assistance are committed